

**2.P.1.1** Students are able to **classify** solids in terms of the materials they are made of and their physical properties.

**Webb Level: 2**

**Bloom: Application**

**Verbs Defined:**

Classify – group

**Key Terms Defined:**

Solid – has a definite shape and volume

Physical properties – any characteristic of a material that can be observed without changing it

**Teacher Speak:**

Students are able to classify (group) solids (has a definite shape and volume) in terms of the materials they are made of and their physical properties (any characteristic of a material that can be observed without changing it).

**Student Speak:**

I can group (classify) solids in terms of the materials they are made of and characteristic that can be observed without changing the material it (physical properties).

---

**2.P.1.2** Students are able to **describe** visually observable properties of liquids and **classify** liquids by their physical properties.

**Webb Level: 2**

**Bloom: Comprehension**

**Verbs Defined:**

Describe – tell in words and/or numbers

Classify – to group

**Key Terms Defined:**

Visually observable properties – characteristics that can be seen

Liquids – matter with a definite volume but not a definite shape

Physical properties – any characteristic of a material that can be observed without changing it

**Teacher Speak:**

Students are able to describe (tell in words and/or numbers) visually observable properties (characteristics that can be seen) of liquids (matter with a definite volume but not a definite shape).

Students are able to classify (group) liquids by their physical properties (any characteristic of a material that can be observed without changing the material).

**Student Speak:**

I can tell in words and/or numbers characteristics of liquids that can be seen (visually observable properties).

I can group (classify) a liquid by characteristic that can be observed without changing it (physical properties).

---

**2.P.1.3** Students are able to **identify** mixtures of solid substances and ways to separate them.

**Webb Level: 3**

**Bloom: Application**

**Verbs Defined:**

Identify – to tell in words and/or numbers

**Key Terms Defined:**

Mixture – two or more substances that are physically combined

Solid substance – a material that has a definite shape and volume

**Teacher Speak:**

Students are able to identify (to tell in words and/or numbers) mixtures (two or more substances that are physically combined) of solid substances (a material that has a definite shape and volume) and ways to separate them.

**Student Speak:**

I can tell in words and/or numbers (identify) that two or more substances can be physically combined (mixture) from a material that has definite shape and volume (solid substance) and ways to separate them.

**2.P.2.1** Students are able to **demonstrate** how moving objects **exhibit** different types of motion.

**Webb Level: 4**

**Bloom: Application**

**Verbs Defined:**

Demonstrate – to show

Exhibit – show

**Key Terms Defined:**

Types of motion – change in the position or direction caused by a push or pull

**Teacher Speak:**

Students are able to demonstrate ( to show) how moving objects exhibit (show) different types of motion (change in the position or direction caused by a push or a pull).

**Student Speak:**

I can show (demonstrate) how a change in the position or direction caused by a push or a pull (types of motion).

---

**2.P.2.2** Students are able to **predict** the effects of magnets on other magnets and other objects.

**Webb Level: 3**

**Bloom: Application**

**Verbs Defined:**

Predict – to use information to make a best guess

**Key Terms Defined:**

Effect of magnets – attracting and repelling

Magnet – an object that attracts things made of iron or steel

**Teacher Speak:**

Students are able to predict (to use information to make a best guess) the effects of a magnet on other magnets (attracting and repelling) and other objects.

**Student Speak:**

I can use information to make a best guess (predict) of the attracting and repelling (effect of magnets) on magnets and other objects.

**2.P.3.1** Students are able to **compare** sounds in terms of high pitch, low pitch, loud, and soft (volume).

**Webb Level: 3**

**Bloom: Comprehension**

**Verbs Defined:**

Compare – to find similarities and differences

**Key Terms Defined:**

Sound – a series of vibration that can be heard

Pitch – how high or low a sound is

Volume – how loud or soft a sound is

**Teacher Speak:**

Students are able to compare (find similarities and differences) sounds (a series of vibration that can be heard) in terms of high pitch, low pitch (how high or low a sound is), and loud and soft (volume).

**Student Speak:**

I can find similarities and differences (compare) when hearing sounds in terms of how high or low a sound is (pitch) and how loud or soft a sound is (volume).